

Academic Advisement for First Year Counselors

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OKLAHOMA
Education



Moderator - Ashton Frisby

OSDE School Counselor Specialist

- Supporting Oklahoma school counselors, educators, and administrators
- OSDE Crisis Response & Recovery Team
- Assistance and coaching in areas of academic advisement, credits, graduation, college and career readiness, and comprehensive school counseling.

Experience

- 9-12 High School Counselor
- Classroom Teacher

Education

- B.A. Health & Physical Education, Bacone College
- M.Ed. School Counseling, School Psychometry (student), SWOSU



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Today's Presentation

- ❑ **Oklahoma School Counseling Framework Overview**
- ❑ **Direct Student Services**
 - ❑ Instruction
 - ❑ Appraisal and Advisement
 - ❑ Counseling
- ❑ **Closing**

Oklahoma Comprehensive School Counseling Framework

- **Bookmark these pages!**



- The Framework

- The Resources Hub



**OKLAHOMA
COMPREHENSIVE
SCHOOL COUNSELING
FRAMEWORK**

What is a Comprehensive School Counseling Program?

It guides school counselors in the development of school counseling programs that:

- are based on **data**-informed decision making
- are delivered to **ALL** students systematically
- include a developmentally appropriate **curriculum**
- **close** *achievement* and *opportunity* gaps
- result in improved student ***achievement, attendance and discipline***

Content of the Oklahoma Comprehensive School Counseling Framework

- Based on and aligned with the **research-based** ASCA National Model
- Very thorough and includes many "**Oklahoma-specific**" elements
- Aimed to inform school counselors and all stakeholders (including administrators) of the **appropriate role** of a comprehensive school counselor
- Targeted to meet the needs of **elementary, middle, and high school counselors in rural, urban, suburban, and virtual settings**

Content of the Oklahoma Comprehensive School Counseling Framework (Key Documents)

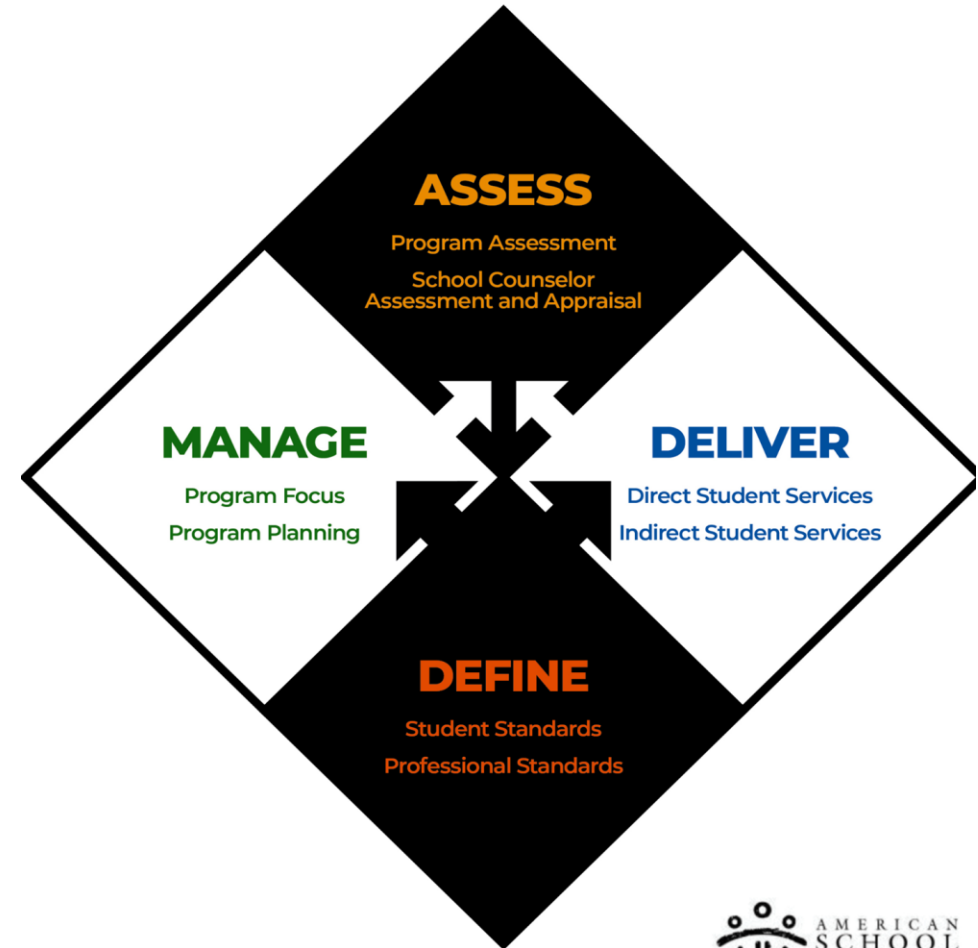
- **School Counseling Program Audit**
- **Implementation Checklist**
- **Framework Summary**
 - Summary for Stakeholders
- **Appropriate and Inappropriate Activities for School Counselors**
- **MTSS and School Counseling Alignment**
 - Blank Version
- **ICAP and ASCA Student Standards Alignment**
- **School Counseling Accreditation**

Great place to start!



What is a Comprehensive School Counseling Program?

- ❑ Domains: Academic, Social and Emotional, College and Career
- ❑ Themes: Advocacy, Collaboration, Leadership and Systemic Change
- ❑ Components: Define, Manage, Deliver, and Assess
- ❑ Data-driven supports for ALL students



Where This Fits Into the Oklahoma Comprehensive School Counseling Framework

SCHOOL COUNSELORS
SHOULD SPEND A
MINIMUM OF

80 PERCENT

OF THEIR TIME
PROVIDING DIRECT AND
INDIRECT STUDENT
SERVICES.

Direct Student Services



Direct Student Services

Direct student services of the school counseling program include activities that help students attain the ASCA Student Standards to improve student achievement, attendance, and discipline.

School counselors review achievement, attendance, and discipline data to inform their decisions about what activities they will deliver to create the most significant impact on these outcomes.

Direct student services are delivered in several ways: instruction, appraisal and advisement and counseling.

*These services are typically provided by school counselors at Tier One and Tier Two.

Where This Fits Into the Oklahoma Comprehensive School Counseling Framework

The DELIVER Component Includes:

Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Student Services

- Collaboration
- Consultation
- Referrals

TIER THREE

Indirect Student Services for few students

- Chronic, complex needs
- Consult and collaborate
- Wraparound support
- Facilitate referrals

TIER TWO

Direct and Indirect Student Services for some students

- Individual or small group counseling, instruction or appraisal, and advisement
- Consultation and collaboration with teachers/staff, caregivers, and community providers

TIER ONE

Direct and Indirect Student Services Prevention for all students

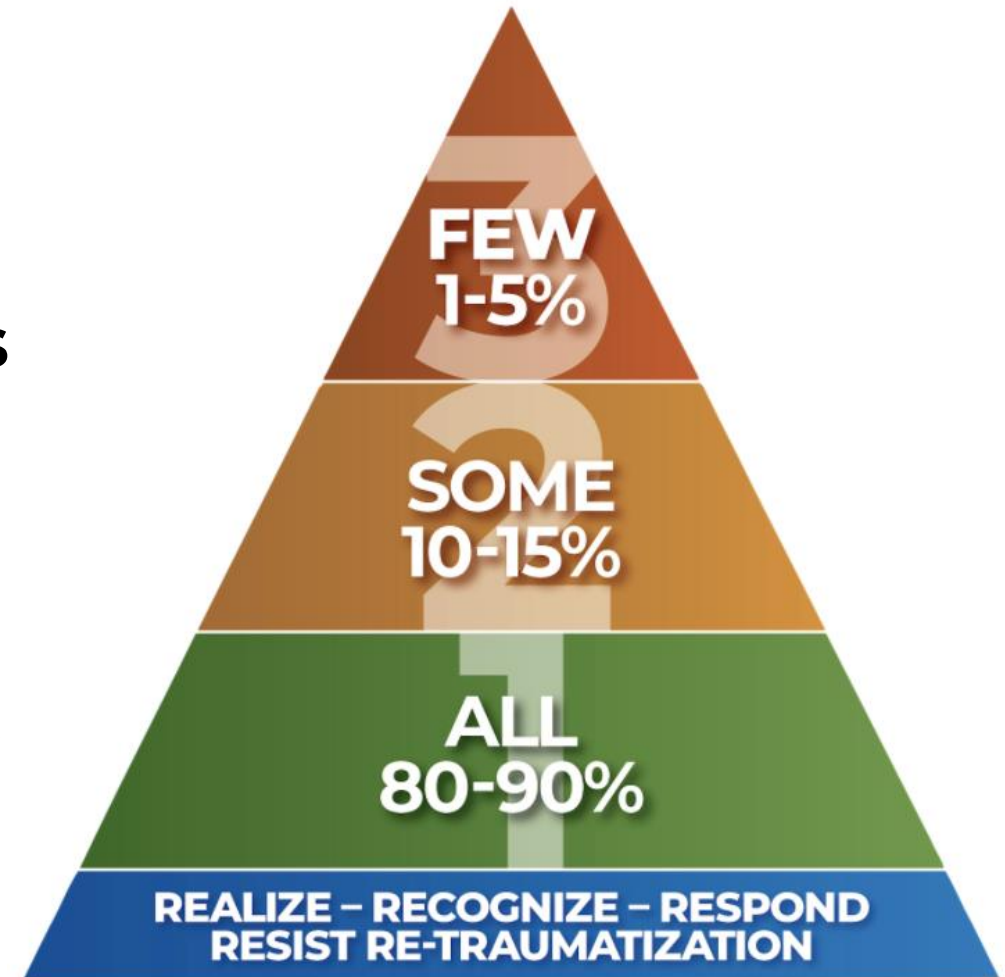
- Classroom instruction
- Schoolwide activities
- Student appraisal and advisement (ICAP)
- Staff and family training and workshops
- Community partnerships

MTSS: Tier 1 - Universal Supports

Comprehensive School Counseling Program provides:

Direct and Indirect Student Services Prevention for all students

- Classroom Instruction
- Schoolwide activities
- Student appraisal and advisement (ICAP)
- Staff and family training and workshops
- Community partnerships

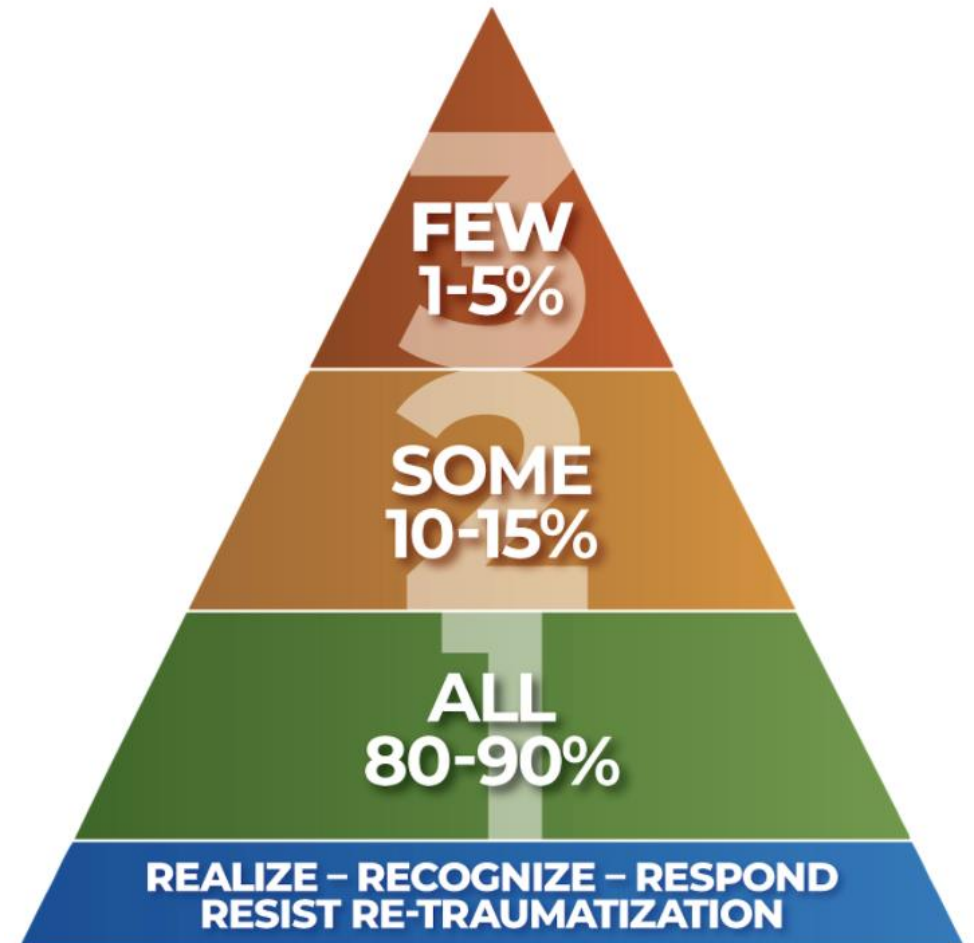


MTSS: Tier 2 - Targeted Interventions

Comprehensive School Counseling Program provides:

Direct and Indirect Student Services for some students

- Individual or small group counseling, instruction or appraisal, and advisement
- Consultation and collaboration with teachers/staff, caregivers, and community providers

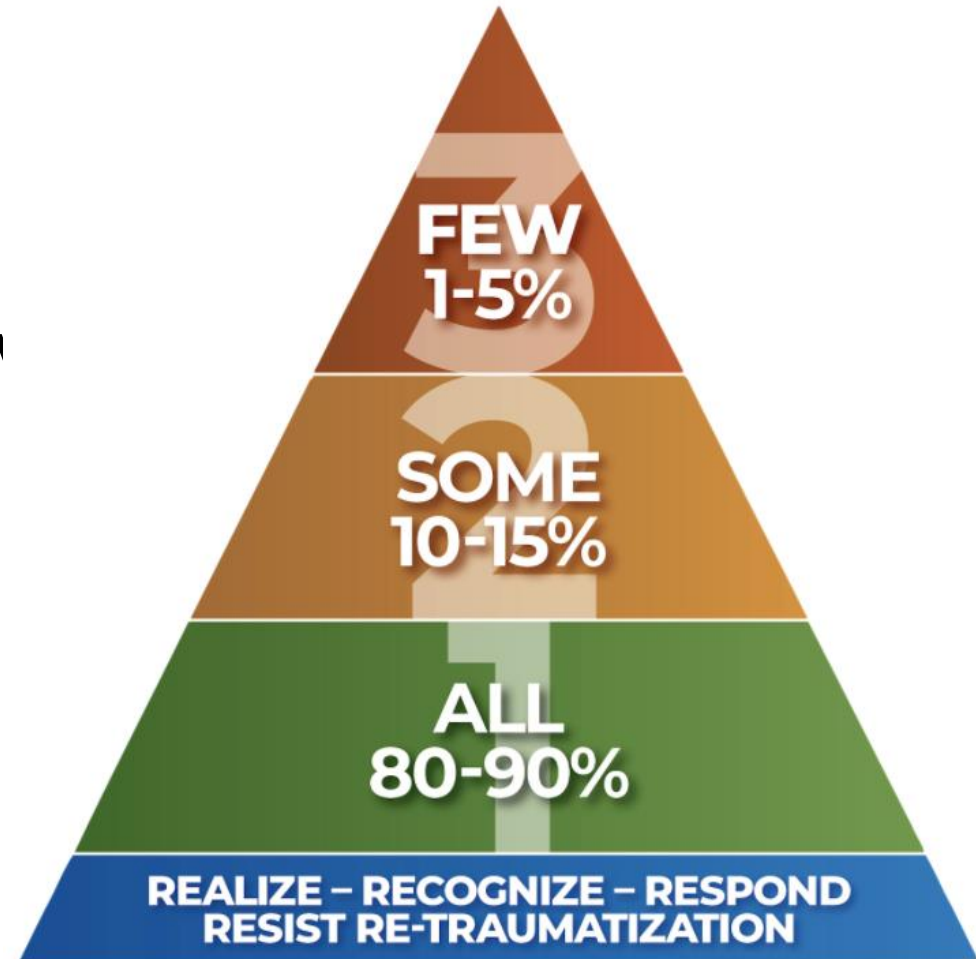


MTSS: Tier 3 - Individualized Interventions

Comprehensive School
Counseling Program provides:

Indirect Student Services for few students

- Intensive, individualized need
- Consult and collaborate
- Wraparound support
- Facilitate referrals



Tiered Interventions Example

TIER THREE Intensive, Individualized Interventions

- Behavioral Interventions:**
- Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)
 - Safety Plan
 - Restorative Conferences

- Academic Interventions:**
- Modified Instruction/ Assessments
 - Alternate Assignments
 - Individualized Instruction
 - Specialized Instruction

- Social/Emotional Interventions:**
- Individual Counseling
 - Threat Assessment
 - Safety Plan
 - Restorative Conferences
 - Suicide Screening
 - Referral to Community Agency

- College/Career Interventions:**
- Referral to Community Agencies to Assist with FASFA, Support & Resources for Undocumented Students and Other Unique Needs Relating to College & Career

TIER TWO Targeted Interventions

- Behavioral Interventions:**
- Check In, Check Out
 - Small Group Counseling
 - Restorative Circles
 - Skill Building
 - Mentoring
 - 2x10

- Academic Interventions:**
- Targeted Evidence-Based Interventions
 - Tutoring
 - Check in, Check out
 - Mentoring
 - Specialized Instruction

- Social/Emotional Interventions:**
- Small Groups for Anger Management, Conflict Resolution, Impulse Control, etc.
 - Restorative Circles
 - Support Groups
 - 2x10

- College/Career Interventions:**
- Consultation/Collaboration with College/Career Counselors
 - Small Group on College/ Career Readiness
 - Mentoring

TIER ONE Universal Strategies

- Behavioral Supports:**
- School-wide Expectations
 - Differentiation
 - Classroom Management System
 - Equitable Classroom Practices
 - Restorative Processes

- Academic Supports:**
- Differentiation
 - Classroom Instructions on Organization Skills, Study Skills, Responsibility, etc.
 - Transition to the Next Grade

- Social/Emotional Supports:**
- Teacher-led SEL Integration
 - Classroom Instruction
 - Bullying Prevention
 - Suicide Prevention
 - Substance Use Prevention

- College/Career Supports:**
- Student Appraisal and Advisement
 - Classroom Instruction on Career Development and College Knowledge
 - College and Career Day

Direct Student Services



Instruction

Appraisal and Advisement
Counseling

Instruction

Instruction



- **Instruction**
 - includes **teaching** the school counseling curriculum to students in **classrooms, groups, or individually.**
 - This simply means we are teaching a new skill

Classroom Instruction

Classroom instruction includes school counselors developing lesson plans aligned with the ASCA Student Standards. Classroom instruction is considered a tier one support.

Other names for classroom instruction:

- Classroom Lessons
- Classroom Counseling Lessons
- School Counseling Lessons



Classroom Instruction Topics

- **Examples of classroom instruction include:**
 - **Academic lessons** on topics such as study skills, goal setting, long-term planning(grad checklists for course sequencing), self-motivation, and balancing school, home, and activities
 - **College and Career lessons** on topics such as building self-awareness of skills and interests, exploring careers, and understanding connections between lifestyle and career choices

*Student standards should align with classroom instruction topics.

* Ideally, lessons should be evidence based, but research based is the second best option.

Classroom Instruction Topics: Academics

- **ICAP** in relation to **career** planning (credit tracking, goal setting, course planning and sequencing)
- **Transcript** Activities
- Understanding **GPA**
- Incoming **9th Grade Presentations** (*Freshman 101, Orientation, Warm welcome and meet and greet*)
- **10th and 11th Grade Presentations** (*planning for college, concurrent enrollment, career tech enrollment*)
- **12th Grade Presentations** (*GPA worksheet, Transcript activities, College App Week- can also be career tech and workforce!*)

****Classroom instruction may be supplemented with activities involving larger groups of students such as presentations, guest speakers, assemblies, college and career fairs, service learning projects, school tours, etc . Large group activities are considered a direct student service and part of the comprehensive school counseling program.**

Classroom Instruction Topics: CCR

- **ICAP** components (goal setting, responsible decision making)
- [ASCA Alignment](#)
- **Interest Inventories**
- **Soft Skills** (interviewing, problem solving, etc)
- **Series** based on **needs** ([example](#))
- **Resiliency**
- [Life Skills Checklist](#) (can use the data from this checklist as needs assessment for future lessons)



Classroom Instruction Best Practices

Ideally...

- Push in (or have students come to you) at least monthly
 - *Teachers attend classroom instruction too
- **Align** classroom instruction with **data** and **school wide goals**
- Can be **themed** to school wide events (**Bullying Prevention, PBIS, Kindness, College App week, Career Fairs, etc**)




Classroom Instruction Best Practices

Ideally...

- Use a developmentally appropriate evidence-based curriculum
 - [Work Works Clearinghouse](#) (great for attendance interventions!)
 - [The National Center on Intensive Intervention](#)
 - [The Evidence-Based Intervention Network](#)

Classroom Lesson Template Example

 LESSON PLAN TEMPLATE AMERICAN SCHOOL COUNSELOR ASSOCIATION	
Lesson Plan for:	(lesson title)
<input type="checkbox"/> Single Classroom Lesson	
<input type="checkbox"/> Unit of Classroom Lessons: Lesson _____ of _____	
<input type="checkbox"/> Small-Group Session Lessons: Lesson _____ of _____	
Target Audience:	
Evidence Base:	
<input type="checkbox"/> Best Practice (commonly used and believed to be of high quality)	
<input type="checkbox"/> Action Research (individual investigates own practice to improve content/delivery)	
<input type="checkbox"/> Research-Informed (a review of research provides foundation for content/delivery)	
<input type="checkbox"/> Evidence-Based (highest level of evidence, results published in peer-reviewed journal)	
ASCA Student Standards: (Identify 1-2 student standards relevant for this targeted group and goal)	
Learning Objective(s):	
Students will:	

Classroom Instruction Example (Hybrid/collaboration)

Commitment to Education (Senior Class) Education, Career, and Life after High School

Course Description:

This class has been developed and designed to create a source of information for seniors concerning colleges, scholarships, financial aid, military, work ethics, employment opportunities, and life skills. This class is also our link to all seniors and provides an avenue to ensure graduation requirements are met and necessary information is disseminated to all seniors.

College Objectives:

- I. Locate colleges and universities of interest.
 2. Explore the websites of universities for programs of study.
 3. Be familiar with the programs and assistance offered at college or university of the student's choice.
 4. Investigate the steps and procedures for enrollment at college or university of student's choice.
 5. Complete enrollment application.
 6. Complete housing application.
 7. Design a plan of study.
 8. Explore guidelines in locating scholarships.
 9. Explore strategies for writing successful applications.
 10. Create a well-organized application for scholarships.
 11. Write efficient essays for scholarship applications.
 12. Obtain letters of recommendation.

- Hybrid Lesson

***This is a class syllabus for a class designed for seniors. The counselor and teacher would co-teach the lessons as a hybrid model. The syllabus lists many of the topics used to learn about soft skills and life skills.**

Classroom Instruction Example (Hybrid/collaboration)

Employment Objectives:

- I. Locate employment opportunities.
2. Complete application.
Complete a mock interview.
4. Complete an interest, talent, and personality assessment.
5. Research careers of interest.
 - a. Educational requirements.
 - b. Salary schedule
 - c. Advancement opportunities
 - d. Job outlook
6. Understand the value of networking.
 - a. LinkedIn
 - b. Conferences
 - c. Volunteering
7. Understand the importance of internships.

Service learning:

1. Identify potential partners .
2. Identify organization or community needs.
3. Plan and implement the process.
4. Negotiate and agree upon roles and expectations.
5. Determine the best method for evaluation.
6. Redesign relationships based on changing needs and circumstances.

Ethics in the Workplace:

1. Discuss honesty and getting ahead.
2. Discuss the importance of customer relations.
3. Discuss ethics and personal responsibility.
4. Discuss attitude and professionalism.
5. Understand the importance of teamwork.
6. Discuss the pros and cons of social media in the workplace .

Adult living:

1. Understand the rights/responsibilities at 18.
2. Discuss the importance of budgeting.
3. Discuss the importance of saving.
4. Discuss the pros and cons of credit card use.
5. Understand personal banking.
6. Discuss and research the steps and responsibilities of renting.
7. Discuss and research the steps and responsibilities of buying and owning a home.
8. Discuss the steps of buying a car.
9. Discuss legal issues.
10. Discuss and understand taxes.
11. Discuss and understand the different types of loans.
12. Register to vote.
13. Understand and be able to perform basic car maintenance.

Classroom Instruction- ICAP Collaboration

- English
 - Writing assignment
 - Resume
 - Cover Letter
 - Essay on Career choice
 - Research on Career and education needed for career
- Math
 - Comparison of cost of potential schools
 - Wages of potential jobs vs cost of living

Small Group Instruction

Small Group Instruction Topics

- Examples of small group instruction include:
 - **Academic small groups** on topics such as study skills, goal-setting, motivational support or training for peer mentoring and tutoring programs that partner older students with younger students to support specific goals for success.
 - **College and Career small groups** focusing on specialized activities for in-depth experiences around specific career interests.
 - **Life Skills and Well-Being small groups** on topics such as stress management, self-regulation, overcoming obstacles or positive approaches for building self-management skills and social skills.

Small Group Instruction Best Practices

- Topics
 - Based on data, needs, etc. (Attendance, Grades, achievement, etc)
- Ideally use an Evidence-Based Curriculum.
- Research based is another great option.

Small Group Instruction Best Practices

- **Organization:**
 - Size
 - A small group typically includes up to 10 students
 - Length
 - 4-12 weeks for 20 minutes to an hour
 - Some research has found that evidence-based group counseling curriculums are usually at least eight group sessions
 - Time
 - Small groups can be during lunch, elective hours, flex time, zero hours, or any other time that fits the school schedule
 - Caregiver Permission

Small Group Instruction Example



Lesson Plan- Lesson One

School Counselor:	Ashton Frisby
Lesson Plan Title:	Identifying Goals
Target Audience:	10 th Grade Group 1: Student A, B, C Group 2: Student D, E, F
Mindsets & Behaviors (Limit 3)	<ul style="list-style-type: none">• <i>B-SMS 6. Ability to identify and overcome barriers.</i>• <i>B-SMS 1. Responsibility for self and actions.</i>• <i>B-LS 7. Long- and short-term academic, career and social and emotional goals</i>
Lesson (_ of _)	1 of 5

Individual Instruction

Individual Instruction

- Individual instruction includes school counselors working with individual students to provide additional opportunities for mastery of the Student Standards based on specific needs.
- Additional time or varied methods may be needed to improve specific student outcomes. Individual instruction is often considered a tier one or tier two support.

Individual Instruction

- **Examples of individual instruction include:**
 - **Academic individual instruction** helps a student learn skills to manage a period of transition or adapt to changing situations and responsibilities. (class changes in transition from middle to high school, time management, etc).
 - **College and Career individual instruction** supports individual students with career research or pursuit of postsecondary options.

Individual Instruction Best Practices

- Short term
- Not the same as counseling
- When similar topics continue to come up, consider small group instruction or classroom instruction
 - Remember, our goal is to serve **all students** to ensure they learn the skills to be successful in the school setting.

Resources for Evidence-Based Interventions



What Works Clearinghouse
[WWC | Find What Works!](#)



Attendance Works
[Attendance Works](#)



OSDE School Climate Best Practices
[School Climate Best Practices | Oklahoma State Department of Education](#)

Appraisal and Advisement

Appraisal and Advisement

Appraisal is the **process** where school counselors work with students to **analyze** and **assess** their abilities, interests, skills, and achievement.

- focuses on student inventories, tests, or other data.
- School counselors provide interpretation, feedback, and evaluation of those tests or inventories.
- A **common example** of appraisal is the analysis of a **completed interest inventory** to inform the student's selection of a career pathway.

Appraisal and Advisement

Advisement is the **process** through which school counselors make **recommendations** based on appraisal of **tests, inventories, and other data** to help students make decisions for their future. It serves to **inspire** students to realize their **maximum potential**.

- **helps students makes decisions for their future -**
inspires students to realize full potential

A **common example** of advisement is the school counselor making recommendations for appropriate course selection or program of study.

Appraisal and Advisement

Like Instruction,
Appraisal and Advisement can be done in classrooms, groups, or individually.



Appraisal and Advisement

Students who meet with a school counselor to discuss postsecondary options are 3 times more likely to attend college and **7 times more likely** to apply for financial aid (NACAC, 2019).

Appraisal and Advisement

Appraisal and advisement in action in Oklahoma: Individual Career Academic Plans:

An Individual Career Academic Plan (ICAP) is a **multi-year process** that intentionally guides students to explore career, academic, and postsecondary opportunities. **Beginning** with the **family and student involvement** in the ICAP process and **support from educators**, students **develop** the awareness, knowledge, and skills to create their **OWN** meaningful pathways to be **career and college ready**.

The **purpose** of the ICAP process is to help students **consider a career** and **help** them design the way to get there. Students have an **opportunity** to determine their interests and passions and ways to explore and experience career opportunities. **With increased knowledge, students, with family and educator support, can create their individual career pathway to success.**

Appraisal and Advisement

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

ICAP Components

- Setting and reviewing goals
- Identifying strengths and needs
- Personal Inventory
- Revision of goals
- Connecting relevance of future goals to academics and learning.

Appraisal and Advisement

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY

Career Readiness in the Classroom

- Linking **curricular** learning objectives to **career readiness** competencies is important for student success in both the **classroom** and the **workforce**.
- **Educators** can **help** students by **weaving** both **curricular learning outcomes** and **career readiness competencies** into course activities.

Core Competencies and ICAP Components

SUCCESS INDICATOR	ICAP COMPONENT	ASCA STUDENT STANDARDS		
		Learning Strategies (LS) *Responsible Decision Making	Self-management Skills (SMS) *Self-Awareness	Social Skills (SS) *Self-Awareness
Understand interests, strengths, values, and learning styles.	Career and college interest surveys (annually)	B-LS 5. Media and technology skills to enhance learning	B-SMS 10. Ability to manage transitions and adapt to change	
Create a vision for their future Develop individual goals	Written postsecondary and workforce goals and progress toward those goals (annually)	B-LS 7. Long- and short-term academic, career and social and emotional goals	B-SMS 1. Responsibility for self and actions B-SMS 10. Ability to manage transitions and adapt to change	B-SS 1. Effective oral and written communication skills and listening skills
Prepare a personal plan for achieving their vision and goals	Scores on assessments (required state and federal assessments and a college and career readiness assessment at grade 11)	B-LS 6. High-quality standards for tasks and activities B-LS 9. Decision- making informed by gathering evidence, getting others' perspective, and recognizing personal bias	B-SMS 6. Ability to identify and overcome barriers	

Core Competencies and ICAP Components

SUCCESS INDICATOR	ICAP COMPONENT	ASCA STUDENT STANDARDS		
		Learning Strategies (LS)	Self-management Skills (SMS)	Social Skills (SS)
Prepare a personal plan for achieving their vision and goals	Experiences in service learning and/or work environments including apprenticeships, internships, mentorships, job shadowing and others (at least once in grades 9 – 12)	B-LS 2. Creative approach to learning, tasks and problem solving B-LS 3. Time-management, organizational and study skills	B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 8. Balance of school, home, and community activities	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them B-SS 3. Positive relationships with adults who support success B-SS 4. Empathy B-SS 5. Ethical decision-making and social responsibility B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse teams B-SS 9. Social maturity and behaviors appropriate to the situation and environment

Classroom Appraisal and Advisement



Classroom Appraisal and Advisement

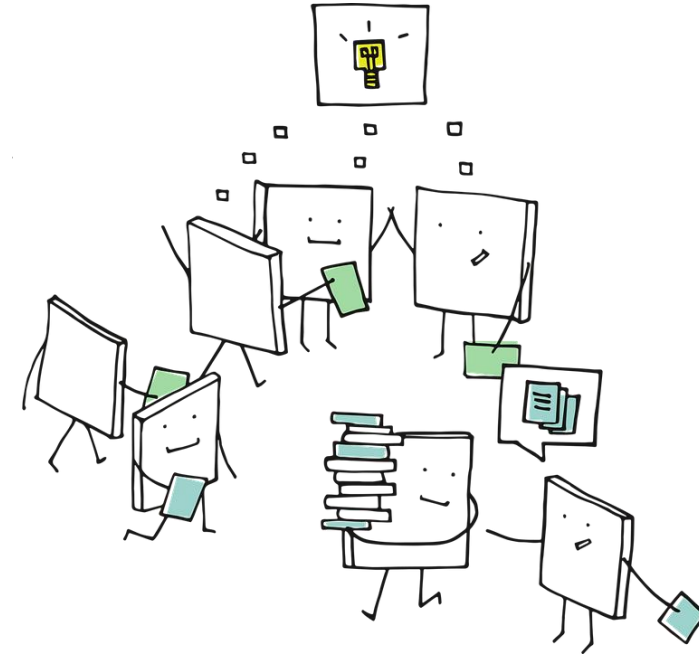
School counselors work with classes to **provide appraisal** and **advisement** to help them understand their **abilities, values,** and **career interests** and to attain the ASCA Student Standards. The **goal** of this process is for students to **establish personal goals and developing future plans.**

Classroom Appraisal and Advisement topics might include interest inventories, how to interpret test scores, course selection information, FAFSA, future planning, etc.

Classroom Appraisal and Advisement

Enrollment

- Graduation Checklists- Academic advisement activity that involves long term planning (aligned with student standards)
- Planning classes based on career pathways
- Students can use ICAP goal setting tools and graduation checklist inside the student portal.
- Self-Discipline (Life-Skills)
- Responsible decision making (Like-Skills Competency)
- Self-Awareness (not just adding classes to their ICAP, but how can I align my high school classes with my post-secondary planning)
- Interest Inventories

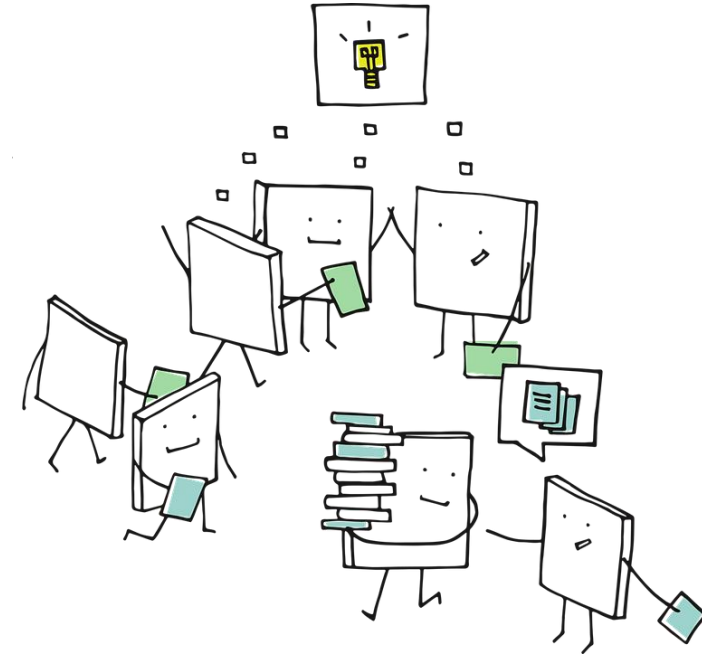


Small Group Appraisal and Advisement

School counselors work with small groups of students to **provide** appraisal and advisement to help them **understand their abilities, values and career interests** and to attain the ASCA Student Standards.

Small Group Appraisal and Advisement

- Students with similar interests
- First generation higher education
- Study skills/success skills



Individual Appraisal and Advisement

School counselors work with individual students to provide appraisal and advisement in an one-on-one setting to help them with their unique needs.



Individual Appraisal and Advisement

Often school counselors report that they are most likely to spend their time providing individual appraisal and advisement (frequently called individual student planning or college and career advising).

- **Is this the most effective use of our time?**
 - Sometimes, **yes!** When a student needs individualized support.
 - However, if you find yourself **having the same conversation over and over**, maybe begin to think through if you could provide **small group** or **classroom** appraisal and advisement instead.

Counseling

Direct Student Services

Instruction
Appraisal and Advisement
Counseling



Counseling

- **Counseling**
 - **professional assistance and support** provided during times of **transition, heightened stress, critical change,** or other situations **impeding** student success.

It is **SHORT-TERM** and based on counseling **theories** and **techniques** that are **effective in a school setting** to promote **academic, college and career, and life skills and well-being.**

Classroom Counseling



Instruction and Appraisal and Advisement can occur in **classrooms, small groups, and individually.**

However, it is **NOT** likely that we will provide much *true* counseling in a classroom setting. An **exception** might be following a **crisis** if we provided a grief circle or some type of whole class counseling to process through the death of a teacher, student, natural disaster in the community or other crisis event.

Small Group Counseling

Small group counseling **topics** might include **grief or loss, divorce or family transitions,** students in **foster care,** students with **incarcerated parents,** etc. These groups can also be done based on **DATA** from your school for **at-risk** students using attendance, time management skills, etc.

(Note... other *popular* small group topics such as **emotion management, friendship skills, self-esteem,** etc. would fall under the Instruction category because the purpose of the group is to teach skills.)



Individual Counseling

Individual counseling topics might include **grief or loss, divorce or family transitions, classroom difficulties, students in foster care, students with incarcerated parents** or other times of **transition**, heightened **stress, critical change** or other situations **impeding** student success.

While **counseling** is a **direct student service** that school counselors provide to students, there are times that a student needs **ongoing, intensive mental health counseling**. That is when the indirect student service of making a **referral would be necessary**. School counselors do **NOT** provide long-term mental health services to students.

Summary

- **Direct** student services are the **face-to-face** services we provide to students
- Direct student services are delivered in three ways:
 - instruction, appraisal and advisement and counseling
- At least **80%** of a school counselor's time should be spent in **direct** and **indirect** student services
- **Direct** student services should be determined based on Student **Data**, and aligned with school **goals**.

Questions?

Lets Connect!

- ashton.frisby@sde.ok.gov
- 405-416-3847 (call or text)

Presentation Evaluation

- Your feedback is important!
- Please take a moment to complete this survey to let us know how we can improve and enhance our trainings in the future.

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Click here: [Evaluation Form](#)

